



Design Technology Progression in Skills and Knowledge Overview

Intent

At Manor Park Academy, the Design and Technology curriculum teaches children the knowledge and skills to enable them to tackle real life problems; it can improve analysis, problem solving, practical capability and evaluation skills. Our DT curriculum ensures full coverage of the National Curriculum and to ensure strong progress is made, we link learning in DT to learning in other subjects such as mathematics, science, computing and art to ensure children are deepening their understanding as they progress through the school.

The curriculum for design and technology ensures that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world;
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users;
- critique, evaluate and test their ideas and products and the work of others;
- understand and apply the principles of nutrition and learn how to cook.

Implementation

Teachers are provided with support to plan their curriculum through our school's CPD offer, inset days and staff meetings. Design Technology is taught through projects linked to learning adventures. It is also linked to 11 before 11 (11 specific enrichment activities that all children in REACh2 schools participate in during their journey through primary school). The 11 before 11 promise 'seeds to supper' is linked to DT.

To ensure progression in knowledge and skills, teachers plan the following:

- A clear sequence of learning which develops progression of skills and knowledge
- A clear focus on technical vocabulary which progresses over time;
- The sequence of lessons for each subject, should have careful planning for progression and depth;
- A project-based approach with clear stages for enquiry, design, making and evaluating;
- A fantastic finish with means to display and celebrate the pupils' work and to share their learning with parents and the local community.



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<i>Year Group</i>	<i>Autumn</i>	<i>Spring</i>	<i>Summer</i>
Year 1	Me and My World	Play with me!	Let's go! - Transport and Travel
	Puppets	Paper Toys	Fruit and Yoghurt Pots
Year 2	Once upon a castle!	Home sweet Home	Let's go to Jamaica!
	Catapult	Flat bread with tomato topping	Tie Dye Bandanas
Year 3	Tomb Raiders – Ancient Egypt	Rumble in the Jungle	Marvellous Mexico!
	Sarcophagus	Mini Green houses	Paella
Year 4	A land of Stone and Iron	River deep, Mountain High	The Age of Empire – Romans
	Sewing a stone age bag/satchel	Pop up books	Soups and bread
Year 5	Raiders from the North	To infinity and beyond!	Tudors: Terrific or Terrifying?
	Pasta Pomodoro and Salad	Moon Buggies	Tudor Satchel
Year 6	The World at War – World War Two	Children of the Revolution	America – The triangle of trade and the slave trade
	Vegetable and Bean Fajitas Guacamole Homemade Tortilla Wraps	Wire loop game	Underground Railroad quilt



National Curriculum							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>National Curriculum</p> <p><i>Pupils should be taught:</i></p>	<ol style="list-style-type: none"> 1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. 2. Share their creations, explaining the process they have used. 	<ol style="list-style-type: none"> 1. <i>design purposeful, functional, appealing products for themselves and other users based on design criteria</i> 2. <i>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</i> 3. <i>select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</i> 4. <i>select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</i> 5. <i>explore and evaluate a range of existing products</i> 6. <i>evaluate their ideas and products against design criteria</i> 7. <i>build structures, exploring how they can be made stronger, stiffer and more stable</i> 		<ol style="list-style-type: none"> 1. <i>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</i> 2. <i>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</i> 3. <i>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</i> 4. <i>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</i> 5. <i>investigate and analyse a range of existing products</i> 6. <i>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> 7. <i>understand how key events and individuals in design and technology have helped shape the world</i> 8. <i>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> 9. <i>understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</i> 10. <i>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</i> 11. <i>apply their understanding of computing to program, monitor and control their products.</i> 12. <i>understand and apply the principles of a healthy and varied diet</i> 13. <i>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</i> 			



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		<ol style="list-style-type: none">8. <i>explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</i>9. <i>use the basic principles of a healthy and varied diet to prepare dishes</i>1. <i>understand where food comes from.</i>	<ol style="list-style-type: none">14. <i>understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.</i>
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Progression in Skills and Knowledge			
<i>Level Expected at the end of Early Years:</i>			
Skills			
<u>Design</u> <ul style="list-style-type: none"> *Select appropriate resources *Use gestures, talking and arrangements of materials and components to show design * Use contexts set by the teacher and myself *Use language of designing and making (join, build, shape, longer, shorter, heavier etc.) 	<u>Make</u> <ul style="list-style-type: none"> *Construct with a purpose, using a variety of resources *Use simple tools and techniques *Build / construct with a wide range of objects *Select tools & techniques to shape, assemble and join *Replicate structures with materials / components *Discuss how to make an activity safe and hygienic *Record experiences by drawing, writing, voice recording *Understand different media can be combined for a purpose 	<u>Evaluate</u> <ul style="list-style-type: none"> *Adapt work if necessary *Dismantle, examine, talk about existing objects/structures *Consider and manage some risks *Practise some appropriate safety measures independently *Talk about how things work *Look at similarities and differences between existing objects / materials / tools *Show an interest in technological toys *Describe textures 	
Knowledge			
<u>Food and Nutrition</u>			
<ul style="list-style-type: none"> *Begin to understand some food preparation tools, techniques and processes *Practise stirring, mixing, pouring, blending *Discuss how to make an activity safe and hygienic *Discuss use of senses *Understand need for variety in food *Begin to understand that eating well contributes to good health 			
Skills	KS1	LKS2	UKS2
Design	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community, industry and the wider environment].</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to</p>	<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing.</p> <p>They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].</p> <p>Children use research and develop design criteria to</p>



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	<p>Children design purposeful, functional, appealing products for themselves and other users based on design criteria.</p> <p>They generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use their knowledge of existing products and their own experience to help generate their ideas; b design products that have a purpose and are aimed at an intended user; c explain how their products will look and work through talking and simple annotated drawings; d design models using simple computing software; e plan and test ideas using templates and mock-ups; f understand and follow simple design criteria; g Work in a range of relevant contexts, for example, imaginary, story-based, home, school and the wider environment. 	<p>inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> a identify the design features of their products that will appeal to intended customers; b use their knowledge of a broad range of existing products to help generate their ideas; c design innovative and appealing products that have a clear purpose and are aimed at a specific user; d explain how particular parts of their products work; e use annotated sketches and cross-sectional drawings to develop and communicate their ideas; f when designing, explore different initial ideas before coming up with a final design; g when planning, start to explain their choice of materials and components including function and aesthetics; h test ideas out through using prototypes; i use computer-aided design to develop and communicate their ideas (see note on p. 1); j develop and follow simple design criteria; k work in a broader range of relevant contexts, for example entertainment, the home, school, 	<p>inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</p> <p>They generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer- aided design.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use research to inform and develop detailed design criteria to inform the design of innovative, functional and appealing products that are fit for purpose and aimed at a target market; b use their knowledge of a broad range of existing products to help generate their ideas; c design products that have a clear purpose and indicate the design features of their products that will appeal to the intended user; d explain how particular parts of their products work; e use annotated sketches, cross-sectional drawings and exploded diagrams (possibly including computer-aided design) to develop and communicate their ideas; f generate a range of design ideas and clearly communicate final designs; g consider the availability and costing of resources when planning out designs; h work in a broad range of relevant contexts, for example conservation, the home, school, leisure, culture, enterprise, industry and the wider environment.
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<p>Make</p>	<p>KS1 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. They select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> a with support, follow a simple plan or recipe; b begin to select from a range of hand tools and equipment, such as scissors, graters, zesters, safe knives, juicer; c select from a range of materials, textiles and components according to their characteristics; <p>Practical skills and techniques</p> <ul style="list-style-type: none"> d learn to use hand tools and kitchen equipment safely and appropriately and learn to follow hygiene procedures; e use a range of materials and components, including textiles and food ingredients; f with help, measure and mark out; g cut, shape and score materials with some 	<p>leisure, food industry and the wider environment.</p> <p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately. They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> a with growing confidence, carefully select from a range of tools and equipment, explaining their choices; b select from a range of materials and components according to their functional properties and aesthetic qualities; c place the main stages of making in a systematic order; <p>Practical skills and techniques</p> <ul style="list-style-type: none"> d learn to use a range of tools and equipment safely, appropriately and accurately and learn to follow hygiene procedures; e use a wider range of materials and components, 	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of making.</p> <p>Children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. They select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Children can:</p> <p>Planning</p> <ul style="list-style-type: none"> a independently plan by suggesting what to do next; b with growing confidence, select from a wide range of tools and equipment, explaining their choices; c select from a range of materials and components according to their functional properties and aesthetic qualities; d create step-by-step plans as a guide to making; <p>Practical skills and techniques</p> <ul style="list-style-type: none"> e learn to use a range of tools and equipment safely and appropriately and learn to follow hygiene procedures; f independently take exact measurements and



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	<p>accuracy;</p> <p>h assemble, join and combine materials, components or ingredients;</p> <p>i demonstrate how to cut, shape and join fabric to make a simple product;</p> <p>j manipulate fabrics in simple ways to create the desired effect;</p> <p>k use a basic running stitch;</p> <p>l cut, peel and grate ingredients, including measuring and weighing ingredients using measuring cups;</p> <p>m begin to use simple finishing techniques to improve the appearance of their product, such as adding simple decorations.</p>	<p>including construction materials and kits, textiles and mechanical and electrical components;</p> <p>f with growing independence, measure and mark out to the nearest cm and millimetre;</p> <p>g cut, shape and score materials with some degree of accuracy;</p> <p>h assemble, join and combine material and components with some degree of accuracy;</p> <p>i demonstrate how to measure, cut, shape and join fabric with some accuracy to make a simple product;</p> <p>j join textiles with an appropriate sewing technique;</p> <p>k begin to select and use different and appropriate finishing techniques to improve the appearance of a product such as hemming, tie-dye, fabric paints and digital graphics.</p>	<p>mark out, to within 1 millimetre;</p> <p>g use a full range of materials and components, including construction materials and kits, textiles, and mechanical components;</p> <p>h cut a range of materials with precision and accuracy;</p> <p>i shape and score materials with precision and accuracy;</p> <p>j assemble, join and combine materials and components with accuracy;</p> <p>k demonstrate how to measure, make a seam allowance, tape, pin, cut, shape and join fabric with precision to make a more complex product;</p> <p>l join textiles using a greater variety of stitches, such as backstitch, whip stitch, blanket stitch;</p> <p>m refine the finish using techniques to improve the appearance of their product, such as sanding or a more precise scissor cut after roughly cutting out a shape.</p>
<p>Evaluate</p>	<p>KS1 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children explore and evaluate a range of existing products. They evaluate their ideas and products against design criteria. Children can:</p> <p>a explore and evaluate existing products</p>	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>KS2 Design and Technology National Curriculum</p> <p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p>Children investigate and analyse a range of existing products.</p> <p>They evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>



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	<p>mainly through discussions, comparisons and simple written evaluations;</p> <ul style="list-style-type: none"> b explain positives and things to improve for existing products; c explore what materials products are made from; d talk about their design ideas and what they are making; e as they work, start to identify strengths and possible changes they might make to refine their existing design; f evaluate their products and ideas against their simple design criteria; g start to understand that the iterative process sometimes involves repeating different stages of the process. 	<p>They understand how key events and individuals in design and technology have helped shape the world. Children can:</p> <ul style="list-style-type: none"> a explore and evaluate existing products, explaining the purpose of the product and whether it is designed well to meet the intended purpose; b explore what materials/ingredients products are made from and suggest reasons for this; c consider their design criteria as they make progress and are willing to alter their plans, sometimes considering the views of others if this helps them to improve their product; d evaluate their product against their original design criteria; e evaluate the key events, including technological developments, and designs of individuals in design and technology that have helped shape the world. 	<p>They understand how key events and individuals in design and technology have helped shape the world. Children can:</p> <ul style="list-style-type: none"> a complete detailed competitor analysis of other products on the market; b critically evaluate the quality of design, manufacture and fitness for purpose of products as they design and make; c evaluate their ideas and products against the original design criteria, making changes as needed.
<p>Technical Knowledge</p>	<p>KS1 Design and Technology National Curriculum Children build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>They explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. Children can:</p> <ul style="list-style-type: none"> a build simple structures, exploring how they can be made stronger, stiffer and more stable; b talk about and start to understand the simple working characteristics of 	<p>KS2 Design and Technology National Curriculum Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program, monitor and control their products. Children can:</p>	<p>KS2 Design and Technology National Curriculum Children apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p> <p>They understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]. They understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. They apply their understanding of computing to program, monitor and control their products.</p>



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	<p>materials and components;</p> <p>c explore and create products using mechanisms, such as levers, sliders and wheels.</p>	<p>a understand that materials have both functional properties and aesthetic qualities;</p> <p>b apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>c understand and demonstrate how mechanical and electrical systems have an input and output process;</p> <p>d make and represent simple electrical circuits, such as a series and parallel, and components to create functional products;</p> <p>e explain how mechanical systems such as levers and linkages create movement;</p> <p>f use mechanical systems in their products.</p>	<p>Children can:</p> <p>a apply their understanding of how to strengthen, stiffen and reinforce more complex structures in order to create more useful characteristics of products;</p> <p>b understand and demonstrate that mechanical and electrical systems have an input, process and output;</p> <p>c explain how mechanical systems, such as cams, create movement and use mechanical systems in their products;</p> <p>d apply their understanding of computing to program, monitor and control a product.</p>
<p>Cooking and Nutrition</p>	<p>KS1 Design and Technology National Curriculum</p> <p>Children use the basic principles of a healthy and varied diet to prepare dishes.</p> <p>They understand where food comes from. Children can:</p> <p>a explain where in the world different foods originate from;</p> <p>b understand that all food comes from plants or animals;</p> <p>c understand that food has to be farmed, grown elsewhere (e.g. home) or caught;</p> <p>d name and sort foods into the five groups in the Eatwell Guide;</p> <p>e understand that everyone should eat at least five portions of fruit and vegetables every day and start to explain why;</p> <p>f use what they know about the Eatwell Guide</p>	<p>KS2 Design and Technology National Curriculum</p> <p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <p>a start to know when, where and how food is grown (such as herbs, tomatoes and strawberries) in the UK, Europe and the wider world;</p> <p>b understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically;</p>	<p>KS2 Design and Technology National Curriculum</p> <p>Children understand and apply the principles of a healthy and varied diet.</p> <p>They prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>They understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Children can:</p> <p>a know, explain and give examples of food that is grown (such as pears, wheat and potatoes), reared (such as poultry and cattle) and caught (such as fish) in the UK, Europe and the wider world;</p> <p>b understand about seasonality, how this may affect the food availability and plan recipes according to seasonality;</p>



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	<p>to design and prepare dishes.</p>	<ul style="list-style-type: none"> c with support, use a heat source to cook ingredients showing awareness of the need to control the temperature of the hob and/or oven; d use a range of techniques such as mashing, whisking, crushing, grating, cutting, kneading and baking; e explain that a healthy diet is made up of a variety and balance of different food and drink, as represented in the Eatwell Guide and be able to apply these principles when planning and cooking dishes; f understand that to be active and healthy, nutritious food and drink are needed to provide energy for the body; g prepare ingredients using appropriate cooking utensils; h measure and weigh ingredients to the nearest gram and millilitre; i start to independently follow a recipe; j start to understand seasonality. 	<ul style="list-style-type: none"> c understand that food is processed into ingredients that can be eaten or used in cooking; d demonstrate how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source; e demonstrate how to use a range of cooking techniques, such as griddling, grilling, frying and boiling; f explain that foods contain different substances, such as protein, that are needed for health and be able to apply these principles when planning and preparing dishes; g adapt and refine recipes by adding or substituting one or more ingredients to change the appearance, taste, texture and aroma; h alter methods, cooking times and/or temperatures; i measure accurately and calculate ratios of ingredients to scale up or down from a recipe; j independently follow a recipe.
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Skills Progression

DT

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Design	<p>Explore different materials freely, in order to develop their ideas about how to use them and what to make.</p> <p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Developing ideas within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds and the local community.</p> <p>State what products they are designing and making and why.</p> <p>Say whether their products are for themselves or other users.</p> <p>Generate some of their own ideas by drawing on their own experiences.</p>	<p>Developing ideas within a range of contexts, such as imaginary, story-based, home, school, gardens, playgrounds, local community, industry and the wider environment.</p> <p>Describe what their products are for and how they will work.</p> <p>Use simple design criteria to help develop their ideas.</p> <p>Use knowledge of existing products to help come up with ideas and explain</p>	<p>Work confidently within a range of contexts, such as the home, school and leisure.</p> <p>Show that their design meets a range of requirements?</p> <p>Begin to put together a step-by-step plan which shows the order and also what equipment and tools they need.</p> <p>Indicate the design features of their products that will appeal to intended</p>	<p>Work confidently within a range of contexts, such as the home, school, leisure and culture.</p> <p>Explain how particular parts of their products work.</p> <p>Gather information about the needs and wants of particular individuals and groups and use these to inform their ideas.</p> <p>Produce a step-by-step plan.</p>	<p>Work confidently within a range of contexts, such as the home, school, leisure, culture and enterprise.</p> <p>Describe the purpose of their products.</p> <p>Begin to carry out research, using surveys, interviews, questionnaires and web-based resources to come up with a range of ideas.</p> <p>Begin to identify the needs and wants of their intended audience.</p>	<p>Work confidently within a range of contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.</p> <p>Indicate the design features of their products that will appeal to intended users and how they will meet their needs.</p> <p>Begin to identify the needs, wants, preferences and values of particular</p>



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	<p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>Develop and communicate ideas by talking and drawing.</p>	<p>why their products are suitable for the intended users.</p> <p>Choose the best tools and materials and give reasons why these are best</p> <p>Describe their design by using pictures, diagrams, models and words.</p>	<p>users and how realistic their plans are?</p> <p>Begin to describe their design using an accurately labelled sketch, cross-sectional drawing or exploded diagram</p>	<p>Develop their own design criteria and use these to inform their ideas.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas.</p> <p>Suggest some improvements and say what was good and not so good about their original design</p> <p>Make design decisions that take account of the availability of resources.</p>	<p>Produce a detailed step-by-step plan</p> <p>Share and clarify ideas through discussion. Also suggest some alternative plans and say what the good points and drawbacks are about each</p> <p>Use annotated sketches, cross-sectional drawings or exploded diagrams to develop and communicate their ideas.</p> <p>Use computer-aided design to develop and communicate their ideas.</p>	<p>individuals and groups.</p> <p>Carry out research, using surveys, interviews, questionnaires and web-based resources.</p> <p>Develop a simple design specification to guide their thinking.</p> <p>Model their ideas using prototypes and pattern pieces.</p> <p>Use computer-aided design to develop and communicate their ideas.</p> <p>Generate innovative ideas, drawing on research.</p>
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Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
							Make design decisions, taking account of constraints such as time, resources and cost.
Make	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p>	<p>With support, select from a range of tools and equipment, explaining their choices.</p> <p>With support, select from a range of materials and components according to their characteristics.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits,</p>	<p>Select from a range of tools and equipment, explaining their choices.</p> <p>Select from a range of materials and components according to their characteristics.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a range of materials and components, including construction materials and kits, textiles, food ingredients and</p>	<p>Select tools and equipment suitable for the task.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Begin to measure, mark out, cut and shape materials</p>	<p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including construction</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Select materials and components suitable for the task. Produce appropriate lists of tools, equipment and materials that they need.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including</p>	<p>Select tools and equipment suitable for the task.</p> <p>Explain their choice of tools and equipment in relation to the skills and techniques they will be using.</p> <p>Explain their choice of materials and components according to functional properties and aesthetic qualities.</p> <p>Produce appropriate lists of tools, equipment and materials that they</p>



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		<p>textiles, food ingredients and mechanical components.</p> <p>With support, measure, mark out, cut and shape materials and components.</p> <p>With support, assemble, join and combine materials and components.</p> <p>Prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Use techniques such as cutting, peeling and grating.</p>	<p>mechanical components.</p> <p>Measure, mark out, cut and shape materials and components.</p> <p>Assemble, join and combine materials and components. Use finishing techniques, including those from art and design.</p> <p>Prepare simple dishes safely and hygienically, without using a heat source.</p> <p>Use techniques such as cutting, peeling and grating.</p>	<p>and components with some accuracy.</p> <p>Begin to assemble, join and combine materials and components with some accuracy.</p> <p>Apply a range of finishing techniques, including those from art and design.</p> <p>With support, prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>With support, use a range of techniques such as peeling,</p>	<p>materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Measure, mark out, cut and shape materials and components with some accuracy.</p> <p>Assemble, join and combine materials and components with some accuracy.</p> <p>Refer to their design criteria as they design and make. Apply a range of finishing techniques, including those from art and design, with some accuracy.</p>	<p>construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components and show perseverance and adaptability when mistakes are made</p> <p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Prepare and cook a variety of predominantly savoury dishes safely and hygienically</p>	<p>need.</p> <p>Follow procedures for safety and hygiene.</p> <p>Use a wide range of materials and components, including construction materials and kits, textiles, food ingredients, mechanical components and electrical components.</p> <p>Accurately measure, mark out, cut and shape materials and components.</p> <p>Accurately assemble, join and combine materials and components. Change the way there are working if necessary</p>
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Design Technology Progression in Skills and Knowledge Overview

				<p>chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>including, where appropriate, the use of a heat source.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>	<p>Accurately apply a range of finishing techniques, including those from art and design.</p> <p>Use techniques that involve a number of steps. Demonstrate resourcefulness when tackling practical problems.</p> <p>Prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source.</p> <p>Use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.</p>
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Design Technology Progression in Skills and Knowledge Overview

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Evaluate	Return to and build on their previous learning, refining ideas and developing their ability to represent them.	<p>Talk about their design ideas and what they are making as well as comment on things others have done</p> <p>Make simple judgements about their products and ideas against design criteria.</p> <p>Begin to suggest how their products could be improved.</p> <p>Begin to evaluate existing products considering: *what products are, *who products are for, *what products are for, *what materials products are made from.</p>	<p>Talk about their design ideas and what they and others are making.</p> <p>Make judgements about theirs and other’s products and ideas against design criteria.</p> <p>Explain what went well and suggest how their products could be improved if they did it again.</p> <p>Evaluate existing products considering: *what products are, *who products are for, *what products are for, *how products are used, *where products</p>	<p>Identify the strengths and areas for development in their ideas and products</p> <p>Begin to consider the views of others, including intended users, to improve their work.</p> <p>With support, use their design criteria to evaluate their completed products.</p> <p>Begin to evaluate existing products considering: *how well products have been designed, *how well products have been made, *why materials have been chosen, *what methods of</p>	<p>Identify the strengths and areas for development in their ideas and products evaluating whether their product it successful or not</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Use their design criteria to evaluate their completed products.</p> <p>Evaluate existing products considering: *how well products have been designed, *how well products have been made, *why materials have been chosen,</p>	<p>Identify the strengths and areas for development in their ideas and products to ensure that it is the best it can be.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Begin to critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Begin to evaluate their ideas and products against their original design specification.</p> <p>Investigate and analyse existing products considering:</p>	<p>Identify the strengths and areas for development in their ideas and products throughout construction.</p> <p>Consider the views of others, including intended users, to improve their work.</p> <p>Critically evaluate the quality of the design, manufacture and fitness for purpose of their products as they design and make.</p> <p>Evaluate their ideas and products against their original design specification.</p> <p>Investigate and analyse existing products considering:</p>



Design Technology Progression in Skills and Knowledge Overview

			<p>might be used, *what materials products are made from.</p>	<p>construction have been used, *how well products work, *how well products achieve their purposes, *who designed and made the products, *where products were designed and made, *when products were designed and made, *whether products can be recycled or reused.</p>	<p>*what methods of construction have been used, *how well products work, *how well products achieve their purposes, *who designed and made the products, *where products were designed and made, *when products were designed and made, *whether products can be recycled or reused.</p>	<p>*how well products have been designed, *how well products have been made, *why materials have been chosen, *what methods of construction have been used, *how well products work, *how well products achieve their purposes, *how well products meet user needs and wants, *how much products cost to make, *how innovative products are, *how sustainable the materials in products are *what impact products have beyond their intended purpose.</p>	<p>*how well products have been designed, *how well products have been made, *why materials have been chosen, *what methods of construction have been used, *how well products work, *how well products achieve their purposes, *how well products meet user needs and wants, *how much products cost to make, *how innovative products are, *how sustainable the materials in products are *what impact products have beyond their intended purpose.</p>
Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Technical Skills	Develop their own ideas and	Recognise and describe the simple	Recognise and describe the	Use learning from science and maths	Use learning from science and maths	Use learning from science and maths to	Use learning from science and maths to



Design Technology Progression in Skills and Knowledge Overview

	<p>then decide which materials to use to express them.</p> <p>Join different materials and explore different textures</p>	<p>working characteristics of materials and components.</p> <p>Name simple mechanisms (such as levers and sliders).</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>Understand how to use simple tools effectively and safely.</p> <p>To understand that different tools are used for specific purposes.</p> <p>To understand the role of health and safety within design and technology.</p>	<p>working characteristics of materials and components.</p> <p>Name the movements of simple mechanisms (such as levers, sliders, wheels and axles).</p> <p>Explain how freestanding structures can be made stronger, stiffer and more stable.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>To understand that different tools are used for specific purposes.</p> <p>To understand the role of health and</p>	<p>to design and make products that work.</p> <p>Explain in simple terms that that materials have both functional properties and aesthetic qualities.</p> <p>Explain in simple terms that materials can be combined and mixed to create more useful characteristics.</p> <p>Understand how to create movement through the use of mechanical systems (such as levers and linkages or pneumatic systems to create movement).</p> <p>Explain in simple terms that mechanical and electrical systems</p>	<p>to design and make products that work.</p> <p>Explain that materials have both functional properties and aesthetic qualities.</p> <p>Explain that materials can be combined and mixed to create more useful characteristics.</p> <p>Understand how to create movement through the use of mechanical systems (such as levers and linkages or pneumatic systems to create movement)</p> <p>Explain that mechanical and electrical systems have an input, process and output.</p>	<p>design and make products that work.</p> <p>Explain that materials have both functional properties and aesthetic qualities and begin to use this knowledge when designing products.</p> <p>Begin to use their knowledge of how materials can be combined and mixed to create more useful characteristics when designing products.</p> <p>Use mechanical systems (such as cams or pulleys or gears to create movement.)</p> <p>Begin to use their knowledge of mechanical and electrical systems having an input, process and output when designing</p>	<p>design and make products that work.</p> <p>Explain that materials have both functional properties and aesthetic qualities and use this knowledge when designing products.</p> <p>Use their knowledge of how materials can be combined and mixed to create more useful characteristics when designing products.</p> <p>Use their knowledge of mechanical and electrical systems having an input, process and output when designing products.</p> <p>Use mechanical systems (such as cams or pulleys or gears to create</p>
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Design Technology Progression in Skills and Knowledge Overview

			<p>safety within design and technology.</p>	<p>have an input, process and output.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>To understand that different tools are used for specific purposes.</p> <p>To understand the role of health and safety within design and technology.</p>	<p>Apply their understanding of computing to programme, monitor and control their products.</p> <p>Demonstrate how to make strong, stiff shell structures.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>To understand that different tools are used for specific purposes.</p> <p>To understand the role of health and safety within design and technology.</p>	<p>products.</p> <p>Use electrical circuits and components to create functional products.</p> <p>Apply their understanding of computing to programme, monitor and control their products to produce a desired effect.</p> <p>Demonstrate how to reinforce and strengthen a 3D framework.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>To understand that different tools are used for specific purposes.</p> <p>To understand the role of health and</p>	<p>desired movement.)</p> <p>Effectively use electrical circuits and components to create functional products.</p> <p>Apply their understanding of computing to programme, monitor and control their products to produce a desired effect.</p> <p>Demonstrate how to reinforce and strengthen a 3D framework effectively.</p> <p>Use the correct technical vocabulary for the projects they are undertaking.</p> <p>To understand that different tools are used for specific purposes.</p>
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Design Technology Progression in Skills and Knowledge Overview

Skill	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Food and cooking		<p>Explain that all food comes from plants or animals.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Explain that food ingredients should be combined according to their sensory characteristics.</p> <p>Explain that food has to be farmed, grown elsewhere (e.g. home) or caught.</p> <p>Name and sort foods into the five groups.</p> <p>Know that everyone should eat at least five portions of fruit and vegetables every day.</p>	<p>Describe a healthy diet, identifying the importance of a variety and balance of different foods and drinks.</p> <p>Describe how food is needed to provide energy for the body.</p> <p>Know that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish).</p>	<p>Explain that a healthy diet is made up from a variety and balance of different foods and drinks and give examples.</p> <p>Explain that to be active and healthy, food is needed to provide energy for the body.</p> <p>Explain that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK.</p> <p>Know that food ingredients can be</p>	<p>Explain that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK and Europe.</p> <p>Begin to adapt recipes to change the appearance, taste, texture and aroma.</p> <p>Know that different foods contain different substances - nutrients, water and fibre - that are needed for health.</p> <p>Explain that seasons may affect the food available.</p>	<p>To understand the role of health and safety within design and technology.</p> <p>Explain that food is grown (such as tomatoes, wheat and potatoes), reared (such as pigs, chickens and cattle) and caught (such as fish) in the UK, Europe and the wider world.</p> <p>Adapt recipes to change the appearance, taste, texture and aroma.</p> <p>Explain that different foods contain different substances - nutrients, water and fibre - that are needed for health.</p> <p>Explain that seasons may affect the food</p>



Design Technology Progression in Skills and Knowledge Overview

					fresh, pre-cooked and processed.	<p>Know that food is processed into ingredients that can be eaten or used in cooking.</p> <p>Know that a recipe can be adapted a by adding or substituting one or more ingredients.</p>	<p>available and give examples.</p> <p>Know that a recipe can be adapted a by adding or substituting one or more ingredients and discuss the effect on the final product.</p>
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DT Vocabulary Progression

*Some vocabulary reoccurs in more than one year-group and all vocabulary is revisited to ensure secure vocabulary acquisition.

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Adjectives (materials and products)	<p>Hard</p> <p>Soft</p>	<p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Smooth</p> <p>Flexible</p> <p>Rigid</p> <p>Stable</p> <p>Waterproof</p>	<p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Smooth</p> <p>Flexible</p> <p>Rigid</p> <p>Stable</p> <p>Waterproof</p> <p>Natural</p> <p>Man made</p>	<p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Smooth</p> <p>Flexible</p> <p>Rigid</p> <p>Stable</p> <p>Waterproof</p> <p>Natural</p> <p>Man made</p>	<p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Smooth</p> <p>Flexible</p> <p>Rigid</p> <p>Stable</p> <p>Waterproof</p> <p>Natural</p> <p>Man made</p>	<p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Smooth</p> <p>Flexible</p> <p>Rigid</p> <p>Stable</p> <p>Waterproof</p> <p>Natural</p> <p>Man made</p>	<p>Hard</p> <p>Soft</p> <p>Shiny</p> <p>Smooth</p> <p>Flexible</p> <p>Rigid</p> <p>Stable</p> <p>Waterproof</p> <p>Natural</p> <p>Man made</p>



Design Technology Progression in Skills and Knowledge Overview

				<p>Synthetic Dry Rough</p>	<p>Synthetic Dry Rough Malleable Conductive Non-conductive</p>	<p>Synthetic Dry Rough Malleable Conductive Non-conductive Mobile</p>	<p>Synthetic Dry Rough Malleable Conductive Non-conductive Mobile Reflective Abrasive Brittle Opaque Rigid Synthetic Translucent Transparent</p>
<p>Design</p>	<p>Idea Draw</p>	<p>Idea Draw Sketch Design Choices Explore Purpose Research Survey</p>	<p>Idea Draw Sketch Design Choices Explore Purpose Research Survey Structure Arch Truss Strength</p>	<p>Idea Draw Sketch Design Choices Explore Purpose Research Survey Structure Arch Truss Strength Specification</p>	<p>Idea Draw Sketch Design Choices Explore Purpose Research Survey Structure Arch Truss Strength Specification</p>	<p>Idea Draw Sketch Design Choices Explore Purpose Research Survey Structure Arch Truss Strength Specification</p>	<p>Idea Draw Sketch Design Choices Explore Purpose Research Survey Structure Arch Truss Strength Specification</p>



Design Technology Progression in Skills and Knowledge Overview

				<p>Market Research Mock up Pattern Diagram Annotated diagram Design brief Final design Function Intended Inform Plan Scale</p>	<p>Market Research Mock up Pattern Diagram Annotated diagram Design brief Final design Function Intended Inform Plan Scale Exploded drawing Flow chart Horizontal Vertical Perpendicular Technique Trends Fashion</p>	<p>Market Research Mock up Pattern Diagram Annotated diagram Design brief Final design Function Intended Inform Plan Scale Exploded drawing Flow chart Horizontal Vertical Perpendicular Technique Trends Fashion Parts drawing Parts list Three dimensional Assembly Disassembly Enlarged view Perspective Proportion Working drawing</p>	<p>Market Research Mock up Pattern Diagram Annotated diagram Design brief Final design Function Intended Inform Plan Scale Exploded drawing Flow chart Horizontal Vertical Perpendicular Technique Trends Fashion Parts drawing Parts list Three dimensional Assembly Disassembly Enlarged view Perspective Proportion Working drawing</p>
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Design Technology Progression in Skills and Knowledge Overview

							<p>Cross section Customer Ergonomics Sustainability Sequential</p>
<p>Make</p>	<p>Build Balance</p>	<p>Build Balance Shaping Construct Stick Glue</p>	<p>Build Balance Shaping Construct Stick Glue Spinning Knot Dye Strength Attach Cut</p>	<p>Build Balance Shaping Construct Stick Glue Spinning Knot Dye Strength Attach Cut Free standing Shape Apply Assemble Saw</p>	<p>Build Balance Shaping Construct Stick Glue Spinning Knot Dye Strength Attach Cut Free standing Shape Apply Assemble Saw Tesselate Dimensions Pattern Join Accuracy</p>	<p>Build Balance Shaping Construct Stick Glue Spinning Knot Dye Strength Attach Cut Free standing Shape Apply Assemble Saw Tesselate Dimensions Pattern Join Accuracy Appropriate Refine</p>	<p>Build Balance Shaping Construct Stick Glue Spinning Knot Dye Strength Attach Cut Free standing Shape Apply Assemble Saw Tesselate Dimensions Pattern Join Accuracy Appropriate Refine</p>



Design Technology Progression in Skills and Knowledge Overview

						Competent Manipulate	Competent Manipulate Deliberate Scoring Process
Evaluate	Same Different	Same Different Similarities Differences Compare Evaluate Successful Unsuccessful	Same Different Similarities Differences Compare Evaluate Successful Unsuccessful Improve Function Strength Freestanding Durability Likes/dislike Feedback	Same Different Similarities Differences Compare Evaluate Successful Unsuccessful Improve Function Strength Freestanding Durability Likes/dislike Feedback Review Effective Ineffective Satisfied Unsatisfied	Same Different Similarities Differences Compare Evaluate Successful Unsuccessful Improve Function Strength Freestanding Durability Likes/dislike Feedback Review Effective Ineffective Satisfied Unsatisfied Improve Accuracy Finish	Same Different Similarities Differences Compare Evaluate Successful Unsuccessful Improve Function Strength Freestanding Durability Likes/dislike Feedback Review Effective Ineffective Satisfied Unsatisfied Improve Accuracy Finish	Same Different Similarities Differences Compare Evaluate Successful Unsuccessful Improve Function Strength Freestanding Durability Likes/dislike Feedback Review Effective Ineffective Satisfied Unsatisfied Improve Accuracy Finish



Design Technology Progression in Skills and Knowledge Overview

						Performance Qualities Viability	Performance Qualities Viability Effects Outcomes Revisit
Cooking and Nutrition	Food Eat Cook	Food Eat Cook Chopping board Knife Grate Ingredient Healthy Hygiene Hygienic Recipe Peel Combine Blend Sweet Tangy	Food Eat Cook Chopping board Knife Grate Ingredient Healthy Hygiene Hygienic Recipe Peel Combine Blend Sweet Tangy Measure Measuring bowl Measuring jug Scales Mix	Food Eat Cook Chopping board Knife Grate Ingredient Healthy Hygiene Hygienic Recipe Peel Combine Blend Sweet Tangy Measure Measuring bowl Measuring jug Scales Mix Flavour Texture	Food Eat Cook Chopping board Knife Grate Ingredient Healthy Hygiene Hygienic Recipe Peel Combine Blend Sweet Tangy Measure Measuring bowl Measuring jug Scales Mix Flavour Texture	Food Eat Cook Chopping board Knife Grate Ingredient Healthy Hygiene Hygienic Recipe Peel Combine Blend Sweet Tangy Measure Measuring bowl Measuring jug Scales Mix Flavour Texture	Food Eat Cook Chopping board Knife Grate Ingredient Healthy Hygiene Hygienic Recipe Peel Combine Blend Sweet Tangy Measure Measuring bowl Measuring jug Scales Mix Flavour Texture



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				Taste	Taste Digestion Balanced	Taste Digestion Balanced	Taste Digestion Balanced Cuisine Culture
Mechanisms		Slider	Slider Lift Weight Mechanism Lever Raise Lower	Slider Lift Weight Mechanism Lever Raise Lower Load Friction Pulley	Slider Lift Weight Mechanism Lever Raise Lower Load Friction Pulley Axle Electricity Energy Battery Circuit Current Buzzer Light Switch Lightbulb Bulb holder	Slider Lift Weight Mechanism Lever Raise Lower Load Friction Pulley Axle Electricity Energy Battery Circuit Current Buzzer Light Switch Lightbulb Bulb holder Force Motion	Slider Lift Weight Mechanism Lever Raise Lower Load Friction Pulley Axle Electricity Energy Battery Circuit Current Buzzer Light Switch Lightbulb Bulb holder Force Motion



Manor Park Primary Academy

Design Technology Progression in Skills and Knowledge Overview

								Series circuit Parallel circuit
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